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"Pathways to success"

# Bentley Park College

# ANNUAL REPORT 2016

Queensland State School Reporting

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Department of Education and Training



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## School Overview

Bentley Park College is a state co-educational college with world-class facilities, specifically designed to meet the learning needs of our local community. Situated in the southern suburbs of Cairns we offer all students from prep to year 12 the chance to experience a unique and complete educational journey. The College aims to provide: curriculum and learning for the Twenty First Century; a range of pathways; the best of early, middle and senior years' teaching and learning and classroom and playground environments in which students feel safe and secure. Our common expectations revolve around Learning, Safety, Respect and Responsibility. Our College is structured broadly around 2 sub-schools to enable strong ties with students. Within these structures a further focus exists on p-2, 3-6, 7-9 and 10-12. Staff in our Primary School (P to 6), Secondary School (7-12) take a holistic view of each student in assisting academic, physical, social and emotional development. The school has a reputation for a future's orientation and innovative use of technology across the curriculum. The wider school community includes significant cohorts of Indigenous, Pacifica and Hmong family groups.

## Principal's Forward

### Introduction

This report reviews the progress of Bentley Park College on its improvement journey. It also provides statistical information across a range of areas including Opinion surveys, staffing, finance and student outcomes.

Bentley Park College is committed to continuous improvement and pathways for all students.

### School Progress towards its goals in 2016

In 2016 Bentley Park College encapsulated its key goals in its 4x4 Improvement Agenda. Below is a summary of our progress towards achieving those goals.

# Improvement Agenda 2016

<b>4 &amp; 4</b>	QUANTITATIVE MEASURES		TARGET
	ATTAINMENT	A-C student results English / Maths	80%
	SENIOR RESULTS	QCE results	100%
		QCIA results	100%
	NAPLAN	Reading	90% above NMS
		Writing	90% above NMS
	ATTENDANCE	School attendance rate	89%
	NON-QUANTITATIVE MEASURES		
	VISION AND VALUES	Known by the School Community Teachers can articulate implications for their work	All
	PB4L	5 universal College rules known and embedded Engaged students (calm classrooms)	All Routine
GOAL SETTING	Teachers consistently use the data lens and LOAs to monitor progress and collaboratively set goals with students	Routine	
PROFESSIONAL TEACHING PORTFOLIO	Portfolios are kept up to date and feedback given to teachers	Routine	



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## QUANTITATIVE MEASURES

% A-C SEMESTER 2, 2016 (GOAL WAS 80%)			
YEAR LEVEL	SUBJECT		
	ENGLISH	MATHEMATICS	SCIENCE
1	60	68.2	74.1
2	54.1	59.5	78.4
3	69	60.2	62.4
4	72.3	69.9	67.5
5	53.7	63.2	60
6	73.8	75.3	61.4
7	75.6	68.6	83.6
8	90.2	56.3	69.9
9	81.3	69	70.5
10	77.7	69	73.6

100% OF YEAR 12 STUDENTS IN 2016 ATTAINED A QUEENSLAND CERTIFICATE OF EDUCATION (QCE) OR A QUEENSLAND CERTIFICATE OF INDIVIDUAL ACHIEVEMENT (QCIA) (GOAL WAS 100%)

NAPLAN % ABOVE NATIONAL MINIMUM STANDARD 2016 (GOAL WAS 90%)			
YEAR LEVEL	STRAND		
	READING	WRITING	NUMERACY
3	84.7	92.8	93.8



5	84	80.8	86.5
7	84.6	73.7	85.3
9	77.2	51.3	92.5

% ATTENDANCE RATE, 2016 (GOAL WAS 89%)	
YEAR LEVEL	% ATTENDANCE
PY	89.9
1	91.3
2	88.3
3	91.5
4	92.5
5	89.1
6	90.1
7	89.3
8	83.3
9	84.1
10	82.8
11	82.2
12	83.7

### NON - QUANTITATIVE MEASURES

PRIORITY	MEASURE	TARGET	OUTCOMES
VISION AND VALUES	Known by school community	All	<p><b>Known understood and enacted by most.</b></p> <p>The College Principal has led the new Visioning process.</p> <p>The Vision appears in all classroom and community centres in the college.</p> <p>Vision and values unpacked and presented at Staff meetings, parades and P&amp;C meetings.</p>
	Teachers can articulate implications	All	
PB4L	5 universal rules known and embedded	All	<p><b>Known understood and enacted by most.</b></p> <p>The establishment of processes and standards regarding considerable improvement in behaviour is evidenced across P-12 through recall of the 5 rules and consequences for poor behaviour. Strong visible evidence across the college with reminders occurring in class. Some infrequency in the secondary.</p> <p>All students know the expectation and the referral process - both campuses. Students know and value Bentley bucks and success tickets. Teachers are</p>
	Engaged students, calm classrooms	Routine	

			using these mechanisms to acknowledge positive behaviour.
<b>GOAL SETTING</b>	<b>Teachers consistently use Data Lens and LOAs to collaboratively set goals</b>	<b>Routine</b>	School Improvement Unit Feedback:  The systems around the LOA Database and the Data Lenses have been refined and improved. Staff understanding of the power of the data lenses is improving, and the LOA ladders are central to the Goal Setting strategy. This piece of work is maturing, and is an integral component of the foundations required as we move to implement quality, schoolwide differentiation strategies.
<b>Professional Teaching Portfolios</b>	<b>Portfolios are kept up to date and feedback given to teachers</b>	<b>Routine</b>	<b>Known understood and enacted by most.</b>  P-12 Standards of practice (SOP) have been developed and implemented. Quality Assurance occurs through the P-12 CWT SOP and Random Surveys P-12.

### Future Outlook

Our 2017 Improvement agenda is also couched in terms of a 4x4 improvement agenda.

# Improvement Agenda 2017

4 & 4	QUANTITATIVE MEASURES		TARGET
	<b>ATTAINMENT</b>	• A-C student results English / Maths / Science	80%
	<b>SENIOR RESULTS</b>	• QCE / QCIA results	100%
	<b>NAPLAN</b>	• Reading • Writing • Numeracy	90% above NMS 90% above NMS 90% above NMS
	<b>ATTENDANCE</b>	• School attendance rate	90%
	NON-QUANTITATIVE MEASURES		
	<b>GOAL SETTING</b>	• Teachers consistently use the data to identify students' strengths and areas for improvement, collaboratively develop goals with students and utilise this data to inform planning and delivery of a responsive cycle of teaching & learning.	Routine
	<b>PROFESSIONAL LEARNING TEAMS</b>	• P-12 teams are active and contribute to the development of key areas	Routine
	<b>CURRICULUM</b>	• Teachers effectively implement the Australian curriculum • Use of ACARA Standards is evident • Moderation occurs pre and post delivery	All
	<b>SEQUENCING TEACHING AND LEARNING</b>	• Teachers effectively implement a range of Signature Practices	All - as is appropriate



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# Our School at a Glance

## School Profile

<b>Coeducational or single sex:</b>	Coeducational
<b>Independent Public School:</b>	No
<b>Year levels offered in 2016:</b>	Prep Year - Year 12

### Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
<b>2014</b>	1430	655	775	412	88%
<b>2015*</b>	1478	680	798	456	89%
<b>2016</b>	1450	671	779	439	87%

Student counts are based on the Census (August) enrolment collection.

\*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

In 2016, there were no students enrolled in a pre-Prep\*\* program.

\*\* pre-Prep is a kindergarten program for Aboriginal and Torres Strait Islander children, living across 35 Aboriginal and Torres Strait Islander communities, in the year before school (<http://deta.qld.gov.au/earlychildhood/families/pre-prep-indigenous.html>).

## Characteristics of the Student Body

### Overview

The student body consists of a diverse range of students with a mix of aspirations. It is representative of 25 different cultural backgrounds. 30% of the students identify as being Aboriginal or Torres Strait Islander. Students coming from a language background other than English is 33%, including 4.75% of the students identifying as having a Pacifica background. Students with a disability account for 5% of the student population. 2.4% of students across the school are placed in Out-of-Care. Whilst the students come from a range of socio-economic backgrounds, the ICSEA (893) indicates a lower than median value, with just over half of the student population (54%) identified in the bottom quarter of advantage, which is a relatively high level of disadvantage overall. Enrolment continuity has shown improvement, particularly in the Junior Secondary year levels, although there is still mobility between schools in the southern corridor and remote communities. Many of our families have students in both the P-6 and 7-12 sectors of our school.

### Average Class Sizes

The following table shows the average class size information for each phase of schooling.

AVERAGE CLASS SIZES			
Phase	2014	2015*	2016
Prep – Year 3	23	24	23
Year 4 – Year 7	25	26	27
Year 8 – Year 10	23	24	23
Year 11 – Year 12	18	19	18

\*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

## Curriculum Delivery

### Our Approach to Curriculum Delivery

BPC offers a differentiated curriculum with a blend of academic, cultural, sport and vocational pathways. This includes the standard suite of subjects from the Australian Curriculum. The College has a range of distinctive and specialist programs, including Rugby League, Netball, Music and ICT. Engagement in these programs is complimented by students' involvement in curriculum subjects that include Rugby League, Netball, Instrumental Music and Music Extension, CISCO CCNA and Cert 4 in Interactive Digital Media. The College is a Microsoft IT Academy school and has an extensive range of technology programs commencing with robotics and coding in prep.

The College has links with community organisations, such as the Northern Pride Rugby League Club, James Cook University, the Cairns Early Years Centre, local child care centres that enhance the experience of students in *Specialised Programs* and curriculum classes.

The College has a fully equipped automotive workshop, the only one of its kind in the southern cluster of Cairns. The workshop is used by senior students engaging in Certificate I in Automotive.

The College has product partnership with businesses and external training organisations.

Cisco qualifications are recognized worldwide and give our students access to IT jobs throughout the world.

### Co-curricular Activities

Our students are involved in a broad range of extra curricular activities including:

- Robotics club
- Rugby League
- Netball
- ICAS and other competitions
- Choir
- Band
- Indigenous Leaders of Tomorrow and the Future Programs
- Leadership Programs
- Readers cup
- After School Tutoring

### How Information and Communication Technologies are used to Assist Learning

Information and communication technologies are a major platform within our College. As well as purpose focused programs from prep to year 12 they are used extensively in the delivery of curriculum.

The accessibility criterion has been met by implementing a strategy for creating access to technology rich learning throughout the college. A one-to-one computer-students model has been implemented by which every student in years 9 to 12 have access to computers either by being enrolled in a laptop programme or through accessing technology in one of 8 computer labs in the 7-12 section of the college. Two new labs have been set up in the P-6 section of the school and a "laptops in trolleys"-programme is being implemented in years 3 – 6 through which each class will have access to a set of laptops to be used by a group of students exercising specific skills through technology.. The college has provided a number of other technological devices to further support eLearning such as iPads, digital cameras, microphones, sound-players and other multimedia devices. Through accessibility and well developed digital pedagogies every student experiences eLearning every single day as a part of their schooling.

The teachers' digital pedagogies are continually developed through online training (Learning Place etc.) and "in-house"-training on SFD as well as through a coaching model by which the HOD ICT supports teachers in planning, developing and evaluating eLearning experiences for the students.

## Social Climate

### Overview

The social climate of Bentley Park College is aligned to the systematic approach, Positive Behaviour for Learning. Across the P-12 campus all students are taught the expectations around the same set of rules. Our school community has identified the following school rules to teach and promote our high standards of responsible behaviour:

1. Be a Learner
2. Be Respectful
3. Be safe
4. Be responsible for your own behaviour
5. Be in the Right Place at the Right Time

There is a consistent framework to acknowledge students when they meet the expected behaviours. It is expected that students' behaviour in the wider community reflects our college mission and values:

Our Mission is: To create a safe, respectful, responsible community of learners

At Bentley Park College we value:

- Learning
- Cooperation and Teamwork
- Individual Difference
- Personal effort
- Personal best

A schedule of data review is used to inform college priorities, student needs, programs, success and areas of improvement. The Responsible Behaviour Plan has been designed to facilitate a culture that promotes learning. It is a document that is reviewed annually, evolving in alignment to the needs of the college community, assisting Bentley Park College to create and maintain a positive and productive learning and teaching environment. All school community members have clear and consistent expectations and understandings of their role in the educational process.

Parents and carers play a crucial role in the wellbeing of their children. The connection between school and family is important. Staff communicate with parents and carers to keep them informed of their children's social progress through formal reporting and parent teacher interviews. Parents are further engaged through a range of communication options eg. Case Management meetings when additional supports are required. Home visits can be used with parents who find access difficult.

The college has prioritised the support of student's social and emotional wellbeing, allocating staff to the Student Services teams in P-6 and 7-12. Each team comprises staff, trained to support students so that they can best access their learning. Staff includes; Cultural Liaison Officers, Guidance Officers, School Based Police Officer, Chaplain.

Support programs across the college include; Clontarf, Sensibility, SHINE, RAGE, SCREAM, Drumbeat, ASDAN – individual, small group and class group projects. Students who are on SDA's are involved in a re-entry meeting, access school work with a check in system for students on long SDA's to ensure engagement with the college continues. Study Centre operates out of the Senior Library or Primary Student Services on a Tuesday, Wednesday and Thursday afternoon. The Breakfast program operates Mondays, Wednesdays and Fridays before school.

Students are taught preventative strategies that can be used to socially skill students. Responses to bullying include; counselling and mediations by the Guidance Officer, School Chaplain, parent/teacher/student meetings as well as proactive strategies such as Year level lunch time activities, JCE lessons focusing on the issue of Bullying and strategies to utilise. The review of the whole college anti-bullying statement will align policy to DET and the national strategy Bullying No Way. Registration and involvement of National "Say No to Bullying Day" in March with chalk art activities and awareness campaigns, guest speakers/organisations presenting anti-bullying workshops/media presentations.

Pastoral care has been developed with the introduction of the Peer Mentor program. In 2016 Peer Mentors from Year 10 have been working with Year 7 students. In 2017 the program will expand to an additional year level. Additionally, support staff conduct home visits to each Year 7 family in Term 2, each Year 10 family in Term 3, and each Year 8 family in Term 4 to develop communication.

Recognition of cultural diversity is exemplified by the hosting of Harmony Day at the College, featuring a range of cultural dances including Aboriginal, Torres Strait Islands, Polynesian Dance and Percussion groups with a shared meal. Each year the College celebrates NAIDOC week in Term 3 exposing students to a range of cultural activities including storytelling, face painting, sharing of cultural food and sporting competitions.

The school opinion survey indicates that in 2016, 92.5% of students feel safe at this school, a rise from 90%. 92.2% of staff feel confident "managing the behaviour of all of my students at this school", a rise from 83%. Parents responded to the survey with 83% indicating that their child likes being at the school.

## Parent, Student and Staff Satisfaction

### Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree# that:	2014	2015	2016
their child is getting a good education at school (S2016)	83%	92%	88%
this is a good school (S2035)	83%	76%	83%
their child likes being at this school* (S2001)	89%	96%	83%
their child feels safe at this school* (S2002)	83%	76%	71%
their child's learning needs are being met at this school* (S2003)	83%	84%	79%
their child is making good progress at this school* (S2004)	90%	84%	79%

Performance measure			
Percentage of parents/caregivers who agree# that:	2014	2015	2016
teachers at this school expect their child to do his or her best* (S2005)	93%	92%	83%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	90%	92%	71%
teachers at this school motivate their child to learn* (S2007)	83%	80%	75%
teachers at this school treat students fairly* (S2008)	70%	88%	75%
they can talk to their child's teachers about their concerns* (S2009)	97%	92%	74%
this school works with them to support their child's learning* (S2010)	75%	88%	71%
this school takes parents' opinions seriously* (S2011)	58%	70%	64%
student behaviour is well managed at this school* (S2012)	69%	60%	63%
this school looks for ways to improve* (S2013)	83%	83%	81%
this school is well maintained* (S2014)	93%	84%	79%

### Student opinion survey

Performance measure			
Percentage of students who agree# that:	2014	2015	2016
they are getting a good education at school (S2048)	98%	95%	94%
they like being at their school* (S2036)	97%	91%	92%
they feel safe at their school* (S2037)	92%	90%	92%
their teachers motivate them to learn* (S2038)	97%	95%	92%
their teachers expect them to do their best* (S2039)	98%	98%	98%
their teachers provide them with useful feedback about their school work* (S2040)	96%	92%	93%
teachers treat students fairly at their school* (S2041)	87%	85%	83%
they can talk to their teachers about their concerns* (S2042)	84%	86%	84%
their school takes students' opinions seriously* (S2043)	88%	87%	87%
student behaviour is well managed at their school* (S2044)	78%	80%	81%
their school looks for ways to improve* (S2045)	97%	96%	92%
their school is well maintained* (S2046)	93%	87%	92%
their school gives them opportunities to do interesting things* (S2047)	92%	92%	95%

### Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	2014	2015	2016
they enjoy working at their school (S2069)	90%	94%	96%
they feel that their school is a safe place in which to work (S2070)	90%	95%	95%
they receive useful feedback about their work at their school (S2071)	86%	86%	89%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	79%	87%	84%
students are encouraged to do their best at their school (S2072)	91%	93%	97%
students are treated fairly at their school (S2073)	91%	90%	93%

Performance measure			
Percentage of school staff who agree# that:	2014	2015	2016
student behaviour is well managed at their school (S2074)	70%	72%	83%
staff are well supported at their school (S2075)	75%	87%	81%
their school takes staff opinions seriously (S2076)	77%	79%	80%
their school looks for ways to improve (S2077)	92%	93%	95%
their school is well maintained (S2078)	91%	95%	91%
their school gives them opportunities to do interesting things (S2079)	82%	80%	85%

\* Nationally agreed student and parent/caregiver items

# 'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.

DW = Data withheld to ensure confidentiality.

## Parent and community engagement

The College prioritises opportunities to bring parents / carers together with staff to plan and celebrate student achievement. Examples of this are:

- P-12 Parent Teacher events
- 7-12 Senior Education and Training (SET) planning
- 7-12 Subject Information Evenings
- Pre / Pre and Year 6/7 transition planning
- Year 7 Meet and Greet
- 7-12 Pacifika Evening
- P-12 Harmony Day
- P-6 Goal Setting meetings
- Under 8s Day

The following groups / activities provide opportunities for parents / carers to be actively involved in the College:

- P-12 Instrumental Music Parent Group
- Parents and Citizens Association
- P-6 Parent Expo
- P-6 Carols by Candlelight
- P-6 Mother's / Father's Day

Across the college, regular parent contact and consultation is conducted to keep parents informed of educational adjustments for students with specific needs, so that they can access the curriculum and achieve learning outcomes. This includes communicating with parents around the endorsement of Individual Curriculum Plans, modifications to the learning environment, assessment discussions and the provision of significant adjustments for students with disabilities.

## Respectful relationships programs

The school has developed and implemented the *Learning for Life* program that focuses on appropriate, respectful and healthy relationships. It includes topics concentrating personal safety and awareness, including identifying and responding to abuse and violence and developing students' knowledge and skills to be able to resolve conflict without violence and to recognise, react and report when they, or others, are unsafe.

## School Disciplinary Absences

The following table shows the count of incidents for students recommended for each type of school disciplinary absence reported at the school.

SCHOOL DISCIPLINARY ABSENCES			
Type	2014*	2015**	2016
Short Suspensions – 1 to 5 days	341	351	266
Long Suspensions – 6 to 20 days	59	71	15
Exclusions	11	7	4
Cancellations of Enrolment	40	24	11

\* Caution should be used when comparing post 2013 SDA data as amendments to EGPA disciplinary provisions and changes in methodology created time series breaks in 2014 and 2015.

\*\*From 2015, Exclusion represents principal decisions to exclude rather than recommendations for exclusion. From 2015 where a principal decided not to exclude, a small number of recommendations for exclusions have been counted as a long suspension. Exclusions, Cancellations and Long & Charge Suspensions may be upheld or set aside through an appeals process.

## Environmental Footprint

### Reducing the school's environmental footprint

The College continues to look at ways to reduce our environmental footprint. In the course of the 2016/17 financial year there has been significant investment in upgrading the College's Air-conditioning systems to provide more energy efficient units. This has seen all the P-6 air-conditioning systems which were 19 years old replaced and in the 7-12 sector the removal of old inefficient units has also been undertaken. This in turn has contributed to a marked reduction in the amount of kilowatt hours being consumed at the College

All offices are now using recyclable bins to divert recyclable materials from land fill and the College tries top source recyclable materials where ever possible

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	1,232,260	286,858
2014-2015	1,318,576	17,868
2015-2016	741,436	11,660

The consumption data is compiled from sources including ERM, Ergon reports and utilities data entered into OneSchool by each school. The data provides an indication of the consumption trend in each of the utility categories which impact on the school's environmental footprint.

## School Funding

### School income broken down by funding source

School income, reported by financial year accounting cycle using standardized national methodologies and broken down by funding source is available via the *My School* website at <http://www.myschool.edu.au>.

To access our income details, click on the *My School* link above. You will then be taken to the *My School* website with the following 'Find a school' text box.

### Find a school

Sector:  
 Government  
 Non-government

Where it states '**School name**', type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

School financial information is available by selecting '**School finances**' in the menu box in the top left corner of the school's profile webpage. If you are unable to access the internet, please contact the school for a paper copy of income by funding source.

## Our Staff Profile

### Workforce Composition

#### Staff composition, including Indigenous staff

2016 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	116	80	9
Full-time Equivalents	111	60	7

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	2
Graduate Diploma etc.**	29
Bachelor degree	73
Diploma	11
Certificate	1

\*Teaching staff includes School Leaders

\*\*Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.

### Professional Development

#### Expenditure On and Teacher Participation in Professional Development

The total funds expended on teacher professional development in 2016 were \$63,312.34.

The proportion of the teaching staff involved in professional development activities during 2016 was 100%.

### Staff Attendance and Retention

#### Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2014	2015	2016
Staff attendance for permanent and temporary staff and school leaders.	95%	96%	96%

#### Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 92% of staff was retained by the school for the entire 2016.

# Performance of Our Students

## Key Student Outcomes

### Student Attendance

#### Student attendance

The table below shows the attendance information for all students at this school:

STUDENT ATTENDANCE 2016			
Description	2014	2015	2016
The overall attendance rate* for the students at this school (shown as a percentage).	86%	86%	87%
The attendance rate for Indigenous students at this school (shown as a percentage).	77%	78%	79%

\*The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

The overall student attendance rate in 2016 for all Queensland P-10/P-12 schools was 90%.

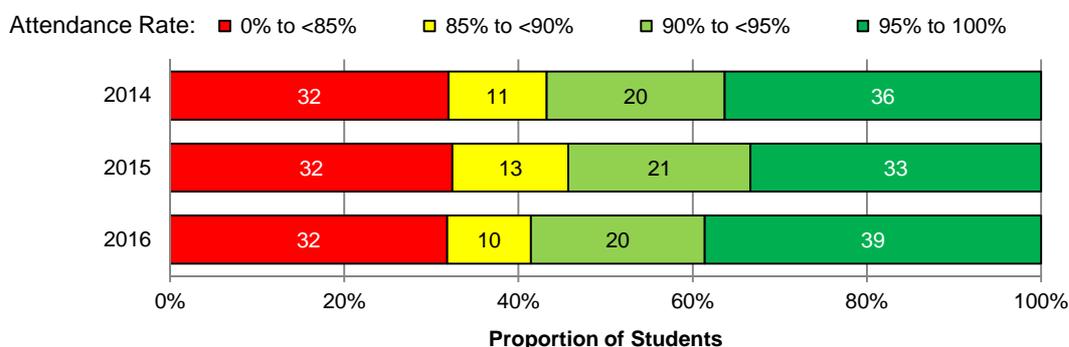
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2014	89%	89%	88%	90%	91%	90%	92%	86%	87%	82%	82%	78%	86%
2015	91%	89%	91%	91%	89%	91%	92%	86%	85%	83%	81%	79%	82%
2016	90%	91%	89%	91%	93%	89%	90%	89%	83%	84%	83%	82%	84%

\*Attendance rates effectively count attendance for every student for every day of attendance in Semester 1. The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

DW = Data withheld to ensure confidentiality.

#### Student Attendance Distribution

The proportions of students by attendance range:



#### Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DET procedures, *Managing Student Absences and Enforcing Enrolment and Attendance at State Schools* and *Roll Marking in State Schools*, which outline processes for managing and recording student attendance and absenteeism.

Bentley Park College recognizes that daily attendance is critical to academic achievement and therefore expects every student to attend school and class on time every day. 90% attendance has been set as the minimum standard for the School's Improvement Agenda for 2017.

School staff, students, families and the community share responsibility for student attendance. School staff has responsibility for communicating absence information with families and for instigating follow up procedures where the minimum standards are not being achieved. Families have the responsibility for making decisions about their children's schooling, providing information about known absences, engaging with the school to improve attendance and promoting the value of education and regular attendance. Students have the responsibility of being on time, being ready to learn and always striving to achieve our college's minimum standard.

Roll marking:

P-6: Rolls are taken twice a day by the classroom teacher: once in the morning and again between 11 – 11.50am. Rolls are manually taken and entered by the office staff.

7-12: Rolls are taken five times a day in IDAttend: Form, Period 1,2,3,4. Form is marked manually and entered by office staff. Period 1 – 4 are marked electronically by the classroom teacher. Supply teachers are provided with a paper copy which is entered by office staff each lesson.

SMS messages are sent to parents/carers of students with an unexplained absence at approximately 10am each day and during each lesson. At the beginning of each month a letter is sent to parents/carers requesting an explanation for all outstanding unexplained absences from the previous month.

Across the college the Engagement Officers track inconsistencies in attendance on a daily basis, issuing Attendance Check slips for students with discrepancies in attendance for a part of the day. This check assists students in having the conversation with teachers to ensure rolls are accurately marked, or if the student has truanted a lesson then the Truancy Tracking Process can be commenced. Case Management of students in both the compulsory and post compulsory participation phase is allocated to a member of the Attendance Team or additional Support Services staff. Students in the Post Compulsory Participation phase who are at risk because of poor attendance are tracked through QCE tracking and Case Managed by HOD Senior Secondary with the assistance of Student Services Support Staff.

There are two Attendance Team's, one in P-6 and one in 7-12 who analyse data on a fortnightly basis to track and monitor patterns of attendance. For students not attending school over longer periods of time, home visits are scheduled to provide early intervention and assist families in reengaging their child with their learning. When families do not respond to this intervention, the procedures and timelines as per Managing Student Absences and Enforcing Enrolment and Attendance at State Schools is adhered to with the issuing of Form 4, 5 and GBN as necessary. These are tracked to ensure lengthy absences are addressed. Where families are unable to be located or contacted, concerns are communicated with FNQNES for assistance with further follow up.

Key strategies to increase attendance:

- Developing a safe and supportive school environment that promotes positive and supportive relationships through the College Responsible Behaviour Plan
- Communicating with students about their attendance through weekly class summary spreadsheets
- Communicating with students and parents/carers each term through Goal Setting in calculating individual attendance percentage (P-12)
- Focus on improvement of individual and class groups attendance through: visual displays of class (P-6) and form class (7-12) tracking improvement on weekly basis
- 7-12 – individual attendance report on weekly basis
- Communication with parents through newsletter, sms, facebook and website
- Positive reward systems for students and parents/carers which acknowledge improvement (eg. raffles, certificates, postcards, reward activities, etc)
- Promoting high expectations for school attendance by providing information about attendance to parents via the website, facebook page, newsletter, assemblies, classroom discussions, class spreadsheets, class thermometers, etc.
- Discussing Bentley Park College's Attendance Policy at each enrolment interview
- Ensuring consistent follow up of absences with students and parents/carers (SMS on the day, Attendance Check Slips each day for unexplained absences P-12, truancy tracker for weekly unexplained absences and continuous lates to class P-12, monthly letter for outstanding unexplained absences)
- Monitoring of the college's attendance data to identify absenteeism trends and individual students with high levels of absenteeism - Individual Case Management of students with high absenteeism
- Development of an Individual Attendance Plan
- Working with students and families to reduce absenteeism
- Providing links/referrals to external support agencies to assist the family if necessary
- Undertaking regular meetings with the Principal &/or relevant Support personnel including, but not limited to: HOD JS/SS, DP SS, GO, Engagement Officer, Youth Support Coordinator, Community Education Counsellors, Community Liaison Officer, Chaplain, SBYHN, SBPO, ASDAN Coordinator.

## NAPLAN

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 are available via the My School website at <http://www.myschool.edu.au/>.

To access our NAPLAN results, click on the My School link above. You will then be taken to the My School website with the following **'Find a school' text box**.



## Find a school

Sector:

Government

Non-government

Where it states '**School name**', type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

School NAPLAN information is available by selecting '**NAPLAN**' in the menu box in the top left corner of the school's profile webpage. If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.

## Year 12 Outcomes

OUTCOMES FOR OUR YEAR 12 COHORTS			
Description	2014	2015	2016
Number of students receiving a Senior Statement	119	129	104
Number of students awarded a Queensland Certificate of Individual Achievement.	6	7	3
Number of students receiving an Overall Position (OP)	36	45	23
Percentage of Indigenous students receiving an Overall Position (OP)	3%	23%	9%
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	10	13	9
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).	111	116	95
Number of students awarded an Australian Qualification Framework Certificate II or above.	42	62	57
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	97	119	101
Percentage of Indigenous students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	77%	88%	91%
Number of students awarded an International Baccalaureate Diploma (IBD).	0	0	0
Percentage of OP/IBD eligible students with OP 1-15 or an IBD.	39%	56%	65%
Percentage of Year 12 students who are completing or completed a SAT or were awarded one or more of the following: QCE, IBD, VET qualification.	95%	96%	98%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	96%	100%	89%

As at 3rd February 2017. The above values exclude VISA students.

OVERALL POSITION BANDS (OP)					
Number of students in each band for OP 1 - 25					
Years	OP 1-5	OP 6-10	OP 11-15	OP 16-20	OP 21-25
2014	2	4	8	16	6
2015	4	7	14	16	4
2016	4	3	8	8	0

As at 3rd February 2017. The above values exclude VISA students.

VOCATIONAL EDUCATIONAL TRAINING QUALIFICATION (VET)			
Number of students awarded certificates under the Australian Qualification Framework (AQF)			
Years	Certificate I	Certificate II	Certificate III or above
2014	103	33	20
2015	105	52	19
2016	82	55	23

As at 3rd February 2017. The above values exclude VISA students.

VET program delivered on campus with BPC as the RTO and delivered by BPC staff.
Certificate I in Interactive Digital Media and Technology
Certificate II in Interactive Digital Media and Technology
Certificate II in Hospitality
Certificate IV in Screen and Media.

VET program delivered on campus through Binnacle and delivered by BPC staff.
Certificate II in Sport and Recreation
Certificate III in Fitness

VET program delivered off campus by external providers and delivered by their staff.	
TAFE North	Certificate I in Construction. Certificate II in Tourism Certificate II in Health support services Certificate II in Hairdressing Certificate II in Engineering Certificate II in Automotive (Light Equipment) Certificate II in Automotive (Heavy Equipment) Certificate II in Electro-Technology.
Australian Drilling Institute	Certificate II in Resource and Infrastructure.
Career Training Institute of Australia	Certificate II in Tourism

VET program delivered on campus by an external provider using external staffing	
Club Training	Responsible Service of Alcohol Responsible service of Gambling
Mi Haven Construction.	Certificate I in Construction (2016)
Cairns Training Academy material, delivered by Cairns SDE. (Yr 11)	Certificate III in Early Childhood Education.

VET program delivered on campus using an external RTO's services.	
Certificate III in Early Childhood. (Yr 12)	Cairns Training Academy

## Apparent Retention Rate – Year 10 to Year 12

APPARENT RETENTION RATES* YEAR 10 TO YEAR 12				
Description	2014	2015	2016	
Year 12 student enrolment as a percentage of the Year 10 student cohort.	74%	76%	72%	
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort.	65%	58%	52%	

\* The Years 10 to 12 Apparent Retention Rate is defined as the number of full-time students in Year 12 in any given year expressed as the percentage of those students who were in Year 10 two years previously (this may be greater than 100%).

## APPARENT RETENTION RATES\* YEAR 10 TO YEAR 12

Description	2014	2015	2016
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### Student Destinations

#### Post-school destination information

The results of the 2016 post-school destinations survey, Next Step – Student Destination Report (2016 Year 12 cohort), will be uploaded to the school's website in September.

The report will be available at:

<http://www.bentleyparkcollege.eq.edu.au/Supportandresources/Formsanddocuments/Pages/Documents.aspx>

#### Early leavers information

The categories of young people who left the school in Years 10, 11 and prior to completing Year 12 are described below.

1. *Students who have commenced a school based apprenticeship or traineeship or part time work and intend to transition to full time work.* While Bentley Park College encourages students to complete their QCE, we fully support the choice of students to exit school into full time employment.
2. *Students who have chosen a career pathway that is best served by enrolment into a full or part time course of study/program at another institution such as TAFE or another VET organisation.*
3. *Students who have reached the required age and consider that they have gained from school whatever they consider is necessary to make their way in society.*
4. *Students who have disengaged from traditional learning.* Interventions prior to this include individual case management, and counselling by Teachers, HOD Senior Secondary, Guidance Officer and Youth Support Coordinator. Parental involvement is critical in this process. It may also involve referral to an external support agency.